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BULLETIN OF RHODE ISLAND STATE COLLEGE

VOL. VI. NO. 4. FOR FEBRUARY, 1911.

R. I.
R. I.
Coll.

REPORT OF THE BOARD OF MANAGERS

PART I.

[PART II WILL BE THE USUAL REPORT OF THE EXPERIMENT STATION, WHILE PART III WILL BE THE FORTHCOMING CATALOGUE.]

KINGSTON, R. I.

1911.

PUBLISHED QUARTERLY BY THE COLLEGE

MAY, AUGUST, NOVEMBER, FEBRUARY.

ENTERED AT KINGSTON, RHODE ISLAND, AS SECOND-CLASS MATTER.

RHODE ISLAND STATE COLLEGE.

Corporation.

HON. ROBERT S. BURLINGAME.....NEWPORT COUNTY.
HON. CHARLES DEAN KIMBALL.....PROVIDENCE COUNTY.
HON. THOMAS G. MATHEWSON.....KENT COUNTY.
HON. J. V. B. WATSON.....WASHINGTON COUNTY.
HON. CHARLES ESTES.....BRISTOL COUNTY.
HON. WALTER E. RANGER..COMMISSIONER OF PUBLIC SCHOOLS, *ex-officio*.
HON. PHILIP A. MONEY.....MEMBER, BOARD OF AGRICULTURE.

HON. CHARLES DEAN KIMBALL, President.....P. O., PROVIDENCE.
HON. ROBERT S. BURLINGAME, Clerk and Treasurer.....P. O., NEWPORT.

/6673

REPORT.

To His Excellency Aram J. Pothier, Governor, and the Honorable General Assembly of the State of Rhode Island and Providence Plantations, at its January Session, 1911:

I have the honor to submit herewith the Twenty-Third Annual Report of the Board of Managers of Rhode Island State College, as required by law.

CHARLES DEAN KIMBALL,

President, Board of Managers, Rhode Island State College.

REPORT OF THE PRESIDENT OF THE COLLEGE.

To the Honorable Board of Managers of the Rhode Island State College:

GENTLEMEN:—I have the honor to present my report for the calendar year 1910.

Time Covered by This Report.

It is unfortunate that the report made by the college to the State authorities covers an extent of time differing by six months from that covered by the report made to the national government. The national government requires from us a report for the fiscal year from July 1 to July 1; the state government, using the calendar year, requires a report from January 1 to January 1. For instance, in August, 1910, we made a report to the national government covering the time from July 1, 1909, to July 1, 1910. *Now* we are making a report to the State government covering the time from January 1, 1910, to January 1, 1911. It will be seen that there are only six months in common between the two reports. The time in the national report from July 1, 1909, to January 1, 1910, was embraced in the State report submitted a year ago. The second six months of the national report constitute the first six months of the present report; and the second six months of the present State report will appear in the next national report. The two reports necessarily differ in nearly all figures; yet they are naturally looked upon, when considered at all, as covering the same time; and hence it is deemed strange that two reports for the same year and from the same institution should not agree closely. This disagreement has caused much confusion and has sometimes aroused unfounded suspicion.

Another unfortunate consequence of the use of the calendar year for our school report is that parts of *two* college years are included, while the whole college year is nowhere adequately treated except

by repetition of parts of previous reports or by inference from given facts.

If it would not cause inconvenience to other State officials, I would recommend that hereafter our report be made to terminate with the last day of June in each year. By so doing the following advantages would be gained: (1) The report could have more careful consideration and yet be ready for presentation promptly at the opening of the legislative session; (2) the financial report for both State and national government would be identical, and cause of confusion would be entirely removed; (3) the college year as such could be considered and treated as a unit and not piecemeal in separate reports as is now the case. I can see no serious disadvantages attaching to the change. While it would not bring the situation down to the beginning of the legislative year, any particular feature of the situation needing consideration of more recent facts might be treated in detail as a supplement to the regular report.

Attendance.

Requesting that you keep in mind the fact that my previous report considered in detail the attendance of the first half of the scholastic year 1909–10 (to February 1, 1910), I proceed, first, to summarize the attendance for the year 1909–10 as a whole, including the half-year already considered, and the remainder from February 1 to July 1, 1910; and then to treat in detail the attendance for the part of the scholastic year 1910-11 so far as elapsed, from July 1, 1910, to January 1, 1911.

Summary of Attendance for the Scholastic Year 1909–10.

Graduate students	6
Seniors	17
Juniors	20
Sophomores	24
Freshmen	59
Irregulars	25
Total college attendance	151
Two-year short course	29
Poultry (six weeks)	20
Total (no names repeated)	200

In my previous report I pointed out that the fall term enrollment for the year 1909–10, notwithstanding the dropping of the Sub-Freshman or high-school classes and the increase of the entrance requirements by two units, exceeded the enrollment of the previous year. A comparison of the two years as units shows that the college attendance of 1909–10 exceeds that of 1908–09 by 24 per cent., and the total enrollment of the later year is greater than that of the former by 9 per cent.

Summary of the Attendance for the Fall Term of the Scholastic Year 1910-1911.

At the opening of the fall term in September, we had as a cause affecting the registration not only the previous addition of two and one-half units to the entrance requirements of 1908, but also the further increment of two units scheduled for 1910-11. This addition, while it has undoubtedly seriously affected the college enrollment, has not prevailed so far as to decrease it. Indeed there has been a slight increase both in the college attendance (3 per cent.) and in the total, not reckoning summer students. For ready comparison I place the figures of the two previous years side by side with those of the current year.

	Year 1908–09.	Year 1909–10.	Year 1910–11
Graduates	5	6	3
Seniors	13	17	19
Juniors	20	20	20
Sophomores	32	24	35
Freshmen	38	59	62
Irregulars	14	25	17
Total, college students	122	151	156
Sub-Freshmen	28	0	0
Two-year practical course	20	29	23
Special poultry course	19	20	28
Summer school	0	0	39
Total	189	200	246
Deduct names repeated	6	0	0
Final total	183	200	246

In the registration of the two-year practical courses a decrease will be noticed. This is caused by an action taken by the faculty and announced in the catalogue of 1910, raising the age limit for the two-year courses to eighteen years. It was felt that a lower age limit was unsatisfactory, for at least two reasons. One is that students below eighteen years of age are, as a rule, too immature to handle successfully the work of courses designed for men and women who, while lacking in opportunity for preparation, have had some experience in life and are especially earnest in application and matured in power. The second is that the courses seemed to offer a temptation to young people not driven by necessity to leave the high school before completion of the course there, and take what they assumed to be a short cut to practical life. These courses were designed, as stated in the catalogue, to enable those who have had some experience with life to remedy, in a measure, deficiencies of previous training and to fit themselves more directly for the occupations they have in view or have already entered upon.

The Freshman class of the current year, while showing in number not a large increase over that of one year ago, is more uniform in quality of preparation. These matters will appear more clearly as the subsequent tables are studied.

Table I.

In order to keep clearly in view the progress in college attendance, we have in previous years presented a table showing fall-term enrollment from the year 1902 on. As this has now become somewhat cumbersome, owing to the number of years included, I have shortened the table by taking the first, the middle and the last year of the series for which we have figures.

TABLE I.

Showing comparative statistics from 1902—1910-11

GRADE OF STUDENTS.	Fall, 1902.	Fall, 1906.	Per cent. of Increase in First Four Years.	Fall, 1910.	Per cent. of Increase in Second Four Years.	Per cent. of Increase in Eight Years.
College	39	61	56	156	154	297
Sub-Freshman, High-School	39	40	2½	0	.....	.....
Practical two-year courses, non-collegiate	7	4	*45	23	450	214
Poultry course	27	20	*42	28	35	3 7/10
Summer school	0	0	.....	39	.....	.....
Total	112	125	11½	246	95	118
Freshman class	13	17	31	62	259	369
Graduating class	6	8	33	16	100	166
Teaching faculty	23	24	4	28	16⅘	21

From this table it will be noted that, in the last four years,

1. The freshman class has increased in number over three and one-half times.

2. The graduating class has doubled.

3. The college attendance has increased more than two and one-half times.

4. The total attendance has nearly doubled.

5. The number of the teaching faculty has been increased by only three, or 12½ per cent. (Of the four in the table, one is the military officer appointed and paid for by the United States War Department.)

During the same years,

1. The preparatory school has been abolished.

2. The entrance requirements have been enlarged four and one-half units, or 53 per cent.

3. The summer school for teachers has been added; the exten-

* Decrease.

sion work has been greatly increased, and the farmers' week has been successfully carried on for two years. (Of the numbers reached by these last two means no reckoning has been made in the foregoing table.)

4. The highest salary paid to a professor has been increased 38 per cent; and the total salary list has been increased 40 per cent.

5. The women's department has been added.

6. The teaching faculty has been greatly strengthened by new blood, twenty out of twenty-seven having been appointed during the four years under consideration.

7. The inventory value of all property held by the college has increased 36 per cent.

8. The annual maintenance appropriation from the State has remained stationary, while the income from other sources has increased 70 per cent.

TABLE II.

Showing attendance by class and sex during the college year 1910–11, *up to February* 1, 1911.

CLASS.	Men.	Women.	Total.
Graduates	2	1	3
Seniors	15	4	19
Juniors	16	4	20
Sophomores	29	6	35
Freshmen	55	7	62
Irregulars and specials	14	3	17
Total, of college grade	131	25	156
Two-year practical courses	19	4	23
Summer school (four weeks)	5	34	39
Poultry course (six weeks)	24	4	28
Final total	179	67	246

The object of Table II is to show the number and distribution of men and women at the college. It will be seen that the number of women in the college classes is twenty-five, with four attending the

two-year practical work. By comparing this table with Table V, it will be found that of the twenty-five sixteen are in the home economics course, and of the four short-course students three are in the domestic science work. The remaining ten are distributed as follows: one is in the civil engineering course; two college women and the remaining short-course woman are in the agricultural course; and six are in the applied science course.

TABLE III.

Showing number and distribution of matriculates in the current year as compared with number in attendance and matriculating in previous years.

	Previous Matriculates.	Matriculates of 1910–11.	Total.
Graduates	3	.....	3
Seniors	19	.....	19
Juniors	19	1	20
Sophomores	33	2	35
Freshmen	13	49	62
Irregulars	13	4	17
Total	100	56	156
Two-year practical course	8	15	23
Summer school	.....	39	39
Poultry course	.....	28	28
Final totals	108	138	246

Table III gives information concerning the persistency of the students in attendance from year to year. It is not expected, of course, that the poultry students return from year to year. As the summer school was begun only last year, all are necessarily new matriculates. Naturally, the two-year practical course shows the largest change of personnel, only eight returning out of an enrollment last year of twenty-eight. The two-year course is still an experiment, and the faculty have given much attention to it. Of the regular college students the total loss, not reckoning the Senior

class, has been twenty-seven, divided as follows: of the six graduate students, one received the M. S. degree, one, having completed the work he had undertaken to do has withdrawn, one has been called to a position in Mississippi, and three are continuing their work. The Junior class of last year returned with the exception of three; the Sophomore class lost six; and the Freshman class, fifteen; a total of twenty-seven, or approximately 25 per cent. A consideration of the cause of loss in each individual case seems to give the following results:

Business	8
Falling behind in course	7
Illness	1
Home necessities	6
Discipline	2
Unknown	2
To go elsewhere	1

The Senior class lost during the four years from the time of entrance eight members, or 31 per cent. This is not excessive as compared with other institutions. It must be remembered, in considering this matter, that the character of the work in the various classes has been bettered, and the demand upon the student's preparation and mental ability has been very greatly increased during the four years under consideration.

TABLE IV.

Showing average age October 1, 1910. (*Summer school students omitted.*)

CLASS.	Men.	Women.	Both.
Freshman class	19 yrs., 3 mos.	19 yrs., 7 mos.	19 yrs., 3¾ mos.
Senior class	22 yrs., 8 mos.	20 yrs., 9 mos.	22 yrs., 4 mos.
Short course, entering class.	19 yrs., 5 mos.	18 yrs., 2 mos.	19 yrs., 3 mos.
Poultry class			Over 30 years.

This table requires no especial comment. It shows that our students are of the usual college age, eighteen or nineteen for Freshmen to twenty-two or twenty-three for graduates.

TABLE V.

Showing registration in courses.

CLASS.	Agriculture.	ENGINEERING.					Applied Science.	Home Economics.	Total.
		Mechanical.	Civil.	Electrical.	Chemical.	Total.			
Graduates	1	.....	.....	.....	.....	.....	2	.....	3
Seniors	6	2	4	1	1	8	5	.....	19
Juniors	1	2	3	8	.....	13	3	3	20
Sophomores	7	5	5	10	.....	20	3	5	35
Freshmen	7	.....	.....	.....	.....	39	10	6	62
Irregular and special	5	3	2	.....	2	7	3	2	17
Total, college	27	12	14	19	3	87	26	16	156
Short course	12	7	.....	.....	.....	8	.....	3	23
Poultry course	28	.....	.....	.....	.....	.....	.....	.....	28
Summer school	13	.....	.....	.....	.....	.....	12	14	39
Final total	80	19	14	19	3	95	38	33	246

I regret to say that this table shows a decrease of one in the number of students taking the long course in agriculture. In view, however, of the fact that the ratio between farm population for this State and the number of agricultural students continues so large, and that the increase of agricultural students must come from the cities, it is perhaps not surprising that the number should vary from time to time. Then, too, we are now requiring for agricultural students the same number of entrance units as for other students—an amount of entrance work much larger than the average agricultural college requires. This has undoubtedly cut down the number in that course. The same is true of the engineering courses. The work has been greatly stiffened and the entrance requirements increased. On the other hand, we have found the course in applied science for teachers unexpectedly popular, and the home economics course shows a healthy increase.

TABLE VI.

Showing local and non-local attendance.

CLASS.	Village Residents.	Transported Daily by Trains and Bus.	Boarding in			Total.
			Village.	Dormitories.	Both.	
Graduates	1	.....	2	.....	2	3
Seniors	1	3	.....	15	15	19
Juniors	.....	3	1	16	17	20
Sophomores	.....	3	1	31	32	35
Freshmen	2	7	4	49	53	62
Irregular	.....	2	2	13	15	17
Total, college	4	18	10	124	134	156
Two-year course	.....	3	4	16	20	23
Summer school	2	1	.....	36	36	39
Poultry course	.....	2	3	23	26	28
Final total	6	24	17	199	216	246

This table is intended to show in how far the college is making use of the dormitory accommodations provided and to what degree the attendance is local. It is to the credit of an institution if it is so far locally attended as to show due appreciation on the part of those who have the best opportunity of knowing its work. At the same time, a State institution should serve all the State. It will be seen that there are four students within walking distance—all enrolled in the college classes. Twenty-three live near enough to go back and forth daily by train, even as far as Providence, and are transported to and from the station free of charge by the college buses. Exclusive of the summer students, 163 live in the dormitories, while seventeen are rooming in the village; a total number of 180 resident boarders.

TABLE VII.

Showing attendance from other States, and from counties of Rhode Island.

CLASS.	Resident in Other States.	Resident in Rhode Island by Counties.					Total in R. I.		Total.
		Bristol.	Kent.	Newport.	Providence.	Washington.	Number.	Per cent.	
Graduates	.....	.....	.....	.....	.....	3	3	100	3
Seniors	4	.....	.....	1	9	5	15	79	19
Juniors	4	.....	3	.....	6	7	16	80	20
Sophomores	11	.....	3	1	15	5	24	68	35
Freshmen	16	1	2	3	23	17	46	74	62
Irregulars	5	.....	.....	3	7	2	12	71	17
Total, college	40	1	8	8	60	39	116	74	156
Short courses	4	1	1	3	10	4	19	82	23
Poultry course,	19	.....	1	1	7	.....	9	32	28
Summer school	1	.....	3	1	15	19	38	97½	39
Final total	64	2	13	13	92	62	182	74	246

This table should be considered in connection with the next table which is, indeed, simply an elaboration of Table VII.

TABLE VIII.

Showing home residence of students by States and by townships of Rhode Island.

A. College and short-course students:

	Number.	Per cent. of Whole No.—179.
Cuba	1	.6 of 1
Connecticut	6	3.5
Massachusetts	22	12
New York	10	5.7
New Jersey	1	.6 of 1
Panama	1	.6 of 1
Pennsylvania	1	.6 of 1
Virginia	2	1.1
Total non-resident in the State	44	24.9

TABLE VIII.—*Continued.*

	Number.	Per cent. of Whole No.—179.
Bristol	2	1.1
Bristol County, total	2	1.1
East Greenwich	5	2.8
Warwick	5	2.8
Kent County, total	10	5.6
Jamestown	2	1.1
Middletown	2	1.1
Newport	5	2.2
New Shoreham	1	.6
Newport County, total	10	5.0
Burrillville	2	1.1
Central Falls	5	2.8
Cranston	6	3.5
Cumberland	8	4.5
Johnston	1	.6
Lincoln	1	.6
North Smithfield	1	.6
Pawtucket	9	4.5
Providence	28	15.8
Scituate	1	.6
Smithfield	1	.6
Woonsocket	7	4.0
Providence County, total	70	39.0
Charlestown	1	.6
Hopkinton	3	1.7
Narragansett	3	1.7
North Kingstown	6	3.5
Richmond	2	1.1
South Kingstown: Village of Kingston	7	4.0
Remainder of South Kingstown	8	4.5
Westerly	13	7.3
Washington County, total	43	24.3
Rhode Island, total	135	75.4

	Number.	Per cent. of Whole No.—67.
B. Poultry-course and summer-school students:		
Georgia	1	1.5
Massachusetts	11	16.4
New Hampshire	2	3.0
New Jersey	1	1.5
New York	3	4.5
Pennsylvania	1	1.5
Vermont	1	1.5
Total, non-resident in the state	20	30.0
Crompton	1	1.5
Warwick	1	1.5
East Greenwich	1	1.5
West Greenwich	1	1.5
Kent County, total	4	6.0
Newport	2	3.0
Newport County, total	2	3.0
Lincoln	1	1.5
Providence	18	27.0
Pawtucket	1	1.5
Burrillville	1	1.5
Cranston	1	1.5
Providence County, total	22	32.8
Hopkinton	1	1.5
North Kingstown	1	1.5
South Kingstown	11	16.4
Westerly	6	10.5
Washington County, total	19	28.4
Rhode Island, total	47	70.0

The main fact that I would call attention to in these tables is the percentage of college students from within the State. Two years ago, only 68 per cent. of our students were from Rhode Island; one year ago, the percentage was 71. The present year shows an increase to 74 per cent. These percentages would seem to indicate a growth of respect for the college and confidence in it that is encouraging.

It is undoubtedly a fact that the college has enjoyed greater esteem and public confidence in eastern Massachusetts than in some parts of Rhode Island itself. This peculiar condition is explainable only by considering the following facts: (1) The college arose out of a conflict of interests which left behind it ill-will and bitterness: (2) It was half-heartedly supported from the beginning, its main dependence being the funds from the United States government—funds strictly limited in their application; (3) The fundamental ideas on which its work is based, while now generally recognized and accepted, were until quite recently intolerable to a large part of the educators of the State; (4) Its existence was regarded as inimical to educational interests long established, deeply revered and loyally upheld by the leading people of the State; (5) It was situated in a corner of the State, some distance from the centers of population, therefore was unknown and, where known, regarded as alien to the interests of the larger portion of the public; (6) Public support of higher education from public funds was foreign to the traditions of the people. All this provoked constant attack within the State, and these attacks aroused and maintained suspicion and distrust on the part of those who would otherwise have gladly availed themselves of the opportunities it offered.

On the other hand, those without the State heard little of these attacks, and knew only the results of good work in the form of students returning visibly strengthened and well equipped for service in the Commonwealth. These were the advocates and advertisers of the college, and thus, outside the State, its reputation and its prestige have grown without opposition.

Considering all these facts, we are warranted in congratulating the college and the people of the State on the advancing percentage previously noted.

Causes for Confidence.

A survey of the preceding tables should, it would seem, inspire a great degree of confidence and pride on the part of all loyal Rhode Islanders. They show marked progress and improvement in every phase of college life considered. Other causes for such confidence are not far to seek. (1) The careful, systematic, thorough and impartial report of the Commission of Inquiry appointed by the General Assembly of 1908 removed all basis for the constant attack pre-

viously mentioned as retarding growth inside the State. This report authoritatively assured the people of the State (a) that the finances of the college are and have been wisely and economically administered; (b) that its educational methods and principles are sound; (c) that no other educational agency in the State "is doing or can do the work of the Rhode Island College;" (d) that it is worthy of and should receive public confidence and a more generous support, financial and moral, from the people of the State; (e) that proposed changes, such as elimination of the courses in engineering, reduction to the grade of a technical high school, and removal of the engineering work to an industrial center would be either contrary to national law or uneconomical and therefore inexpedient; (f) that the growth of the college in numbers and influence is genuine, relatively rapid, and highly promising for the future.

(2) A second cause for confidence may be found in the report of the Board of Visitors for the year 1910, just made to your Board of Managers and published as an appendix to the present report. This Board was appointed by your Board one year ago, in accordance with a recommendation of the commission, and consisted of Dr. Arthur J. Jones, of the State Normal School, Providence; Hon. Isaac L. Sherman, of Newport; Hon. Arnold B. Chace, Chancellor of Brown University, Providence; Hon. Lewis A. Waterman, of Providence; Mrs. Charles Warren Lippitt, of Providence; and Mrs. Frank E. Marchant, of South Kingstown.

This report, while evidencing its sincerity by frequent criticism of details, concludes with the following sentences:

"On the whole, we feel that, while the buildings and equipment are inadequate in many ways, while there are pressing needs, the college is doing work of which the State may well be proud. . . . . The standard of work done compares favorably with that of other New England colleges. The college is, in an ever-increasing degree, meeting the needs of the State and fulfilling the purpose of its founding."

If there is any value in human testimony, such words over the signatures of people of the highest standing in the State should carry conviction, and men should feel debarred from entertaining and expressing opposing notions, necessarily the product of lack of information and investigation. The reputation of a college is as sensitive to open attack or to the

"silent smiles of slow disparagement,"

as is the good name of a woman. Many men do not stop to investigate a school when some one perhaps idly speaks against it. Simpler is it to eliminate that school from consideration, and to choose among others of which he hears good things. Especially unfortunate, therefore, is disparagement of a good State institution. It injures the individual by preventing him from enjoying advantages that lie within his reach. It also injures the State by preventing it from realizing for its outlay the full return of value in an educated constituency which would otherwise accrue.

It is pleasant to realize that this view is becoming more and more general. In the year 1903, the entire college attendance from Rhode Island was only thirty-eight. Twenty-seven, or three-fourths, of these came from Washington county. Only six came from the whole of Providence county. In the year 1911, the attendance from Providence county, reckoning only students coming in under the thirteen-unit entrance requirement, has been multiplied by ten, that from Newport by three and a half, and that from Kent by four. The attendance from Washington county has meanwhile increased 40 per cent., but instead of being three-fourths of the whole attendance from Rhode Island, it is now only one-third. Nor has this been brought about by drawing from the attendance at other institutions. An examination of the catalogues of Brown University for 1903 and 1911, will show an increase of undergraduate attendance at that institution from every county in the State. It seems to be quite evident from this that the existence of this college has created a clear gain of 28 per cent. in the attendance of students of college grade within the State. More specifically, there are now one hundred and fifteen more Rhode Island men and women attending college within the limits of the State than there would be without this college.

Entering Class.

The requirements of the year 1910–11 for entrance to the college courses were thirteen units on the Carnegie Foundation scale.

The status of the entering students as to conditions was as follows:

Entering without conditions	47
Entering with one condition or less	9
Entering with one and one-half conditions	3
Entering with two conditions	3
Entering with two and one-half conditions	2

Entering with three conditions	1
Entering with three and one-half conditions	1
Entering with four conditions	4
	70

The classification was as follows:

Junior (two years of college work in addition to entrance requirements)	1
Sophomore (one year of college work as above)	1
Freshman	61
Freshman (Special, more than two deficiencies)	7
	70

Finances.

In the report of the treasurer appended will be found two financial statements, one according to our usual custom in account with the various funds and covering the calendar year 1910; the other covering the scholastic year from July 1, 1909, to June 30, 1910, and presenting the financial transactions of that scholastic year in accordance with certain standard forms devised by the Carnegie Foundation for the Advancement of Teaching, for the purpose of making uniform, so far as practicable, the annual financial reports of universities, colleges, etc., throughout the country. In order that there may be no confusion created by the two sets of accounts which, it cannot be too often repeated, cover years differing from each other by six months, the second is put in as an appendix to the full report.

As neither of these summarizes the figures for the calendar year in one group, I give a table showing receipts from all sources and expenditures during the calendar year. The table, in both receipts and expenditures, distinguishes three accounts: (a) the maintenance, instructional, and extension finances; (b) the boarding and bookstore accounts (called in the table the trust fund); and (c) the funds of the experiment-station department. Reference is made where necessary to the treasurer's report in account with the fund in question. This table leaves entirely out of consideration the special appropriation for athletic field and the transactions connected with the fertilizer and feeding-stuff inspection.

CURRENT RECEIPTS AND EXPENDITURES OF RHODE ISLAND STATE COLLEGE, FOR THE CALENDAR YEAR, 1910.

RECEIPTS.

Maintenance, instruction, and extension.

Jan. 1.	Apportionment of 1890 Morrill Fund for the year 1909–1910		$20,000 00
	This payment amounted to $40,000, and was made in advance July 1, 1909. It was apportioned, one-half to the six months from July 1 to December 31, 1909; the other half as above, to the six months from January 1 to June 30, 1910. (See treasurer's report, Morrill Fund of 1890. It will be noted that there is an unexpended balance of $1,875.08 from the apportionment of the previous six months included with the $20,000 in the "Balance on hand.")		
July 1.	Apportionment of 1890 Morrill Fund for the year 1910–1911		22,500 00
	This payment amounted to $45,000, and was made in advance July 1, 1910. It was apportioned, one-half to the six months from July 1 to December 31, 1910, as above, and the other half to the six months from January 1 to June 30, 1911. This amount is still on hand. (See treasurer's report, re. 1890, Morrill Fund; item, cash payment from United States.)		
Jan. 1.	Payment, account, 1862 Morrill Fund		2,500 00
Jan. 1.	State maintenance		25,000 00
May 1.	State appropriation for repairs		4,000 00
May 1.	State appropriation for extension		1,000 00
Dec. 31.	Receipts, Current Fund (See treasurer's report, this fund)		
	Dormitory fees	$3,687 15	
	Department fees	1,814 38	
	Tuition	880 97	
	Department sales	5,675 64	
	Department service	905 53	12,963 67
(a)	Total receipts for maintenance, instruction and extension		87,963 67
Dec. 31.	Trust Fund (See treasurer's report—this fund.)		
	Boarding receipts	$19,723 46	
	Store receipts	3,364 23	
	Interest	1,002 35	
(b)	Total receipts, Trust Fund		24,090 04
Dec. 31.	Hatch Fund, received from U. S. Treasurer in quarterly payments	$15,000 00	
Dec. 31.	Adams Fund, received from U. S. Treasurer—		
	January 1	$3,250 00	
	April 1	3,250 00	
	July 1	3,750 00	
	October 1	3,750 00	
			$14,000 00

Dec. 31.	Miscellaneous Experiment-Station Fund.		
	(See treasurer's report.)		
	Department receipts	$1,856 37	
	Interest	127 03	
		$1,983 40	
(c)	Total receipts, Experiment Station	30,983 40	
	Final total, all current receipts of college		$143,037 11

EXPENDITURES.

Dec. 31.	Salaries—maintenance, instruction and extension		$42,983 92
	Maintenance, other expenditures		25,914 64
	Instruction and extension, other expenditures		17,521 73
(a)	Total, maintenance, instruction and extension		$86,420 29
	Trust Fund—Boarding	$18,522 13	
	Store	3,417 43	
(b)	Total expenditures, Trust Fund		21,939 56
	Salaries—experiment station	$18,758 28	
	Land, rent, and buildings, experiment station	2,833 64	
	Other expenditures	13,046 94	
(c)	Total expenditures, experiment station		34,638 86
	Final total, all college expenditures		$142,998 71

This table shows that (1) the finances of the maintenance, instruction and extension divisions of the college are in a healthy condition, receipts exceeding expenditures by $1,543.38. It is to be remembered, however, that the calendar year is not a natural unit for school operations. These naturally pause in June of each year. The expenses of the school year are considerably heavier for the six months from January to July. In this connection it may be observed that a part of the heavier expenditure in the last six months of 1910 is explained by the fact that there remained in the Morrill fund from the second six months of 1909 an unexpended balance of $1,875.08 which, according to the terms of the law must be covered by orders for apparatus, etc., placed before July 1, 1910, or revert to the United States treasury. Orders for this amount were placed and were paid for in July, August, and September. Another cause for larger expenditures was the summer school which added expense both by increasing the salary list and maintenance expense, and also by necessitating the running of the large kitchen and dining-

room at a loss. Even so, however, the situation is quite satisfactory. As is seen above, we have carried over as an addition to the receipts of the next six months, completing the college year 1910–11, the unexpended $1,543.38 plus $1,875.08 not reckoned in the table as among our receipts—a total unexpended balance from the year's operations of $3,418.46.

Secondly, the table shows an excess of receipts over expenditures in the trust fund of $2,153.48—a complete and gratifying reversal of previous conditions. One year ago, the trust fund showed a deficit of $1,064.10. It should be explained that, on July 1—the time when the twenty-five cents per week increase in the rate of board went into effect as ordered by your Board more than a year ago,—the trust fund deficit amounted to a little more than $1,500.00 At that time it was ordered that $1,500 be transferred from the current fund to the trust fund. It is for this reason that the trust fund account in the treasurer's report shows a larger balance than I have given in the table. The table likewise does not take account of the deficit at the beginning of the year which is, of course, included in the treasurer's account with the fund.

In the third place, the table shows that, in the experiment-station funds, the expenditures have exceeded receipts during the year by $3,-655.46. As the increasing fund from the United States government for experiment-station work arrived at its maximum with the quarterly payment of July 1, 1910, this would be a serious matter if it meant that the experiment station had undertaken work that would mean a permanent yearly excess of expenditures over receipts. The present excess, however, has no such meaning. One year ago the miscellaneous fund of the experiment station had an accumulated balance of $5,790.46. In October and November of that year, you authorized the construction of a root house, a poultry hospital, and a brooder-house, to be paid for from this surplus. The brooder-house has not been constructed; but the root house was built before the end of the year 1909 and the hospital was completed some time in August of 1910. Expenditures for these buildings appear under the heading "land and building," in the schedule of expenditures for the experiment-station funds. Extraordinary expenditures, paid for from this fund, have occurred in connection with the organization of the "Farmers' Experimental Union," which the Director undertook with the advice and consent of the Board of Managers.

The experiments so carried on have required expenditure to the amount of $1,647.04, as follows:

Traveling	$530 01
Salaries	1,076 00
Miscellaneous	41 03
	$1,647 04

The organization is now incorporated, and it is expected that it will be able to carry forward its work without large expenditure from the funds of the experiment station.

As a whole, it will be seen from the table that the total income of the college almost exactly balances the total expenditure for the year 1910, the small surplus of $38.40 being in favor of the college.

One serious difficulty in the management of our finances is our inability, on account of the unsatisfactory housing, to obtain full benefit from the expenditure of the 1890 Morrill Fund. As has been often stated, this fund can be used only for certain salaries and for apparatus in the corresponding departments. Recognizing that apparatus, though needed, cannot be satisfactorily utilized and cared for in the confined space at command, professors are disinclined to expend money for such apparatus, with the result that there remains near the end of each college year an increasing unexpended balance. Now this fund must be entirely expended or covered by outstanding orders on the first of July of each year, or the amount so unexpended reverts to the United States Government. On July 1, 1909, the amount covered by orders placed late in the year was $1,400.69. On July 1, 1910, the amount was $2,755.44. For the present college year the departments have had to procure apparatus earlier in the year, partly on account of the sectioning of classes, and the late orders will be smaller in amount.

On the other hand the demands on maintenance and current funds for work, material and teaching not payable from the Morrill Fund are increasingly insistent. To restrain expenditure in one direction and, at the same time, maintain sane, orderly, and economic development in the other is a somewhat serious problem and requires constant watchfulness and careful judgment.

Cost of Collegiate Education.

There is current among the people much vague misconception of the cost of collegiate education and, especially, of the justice and expediency of State support of such education. This feeling frequently finds public utterance and was more or less directly involved in a recent newspaper communication to which I had occasion to reply. As the reply contains some statistics of permanent value, I insert here a part of it for future reference.

In connection with the subject of cost the following remarks may not seem out of place.

(a) There are those who feel that *any* money paid for higher education by the State is unwarranted—that the individual should pay for his own education beyond the high school. As a matter of fact, no man who receives a college education pays in dollars and cents for what it costs in dollars and cents. He pays only a part, usually a minor part, of the actual expense. Higher education is a matter so costly that to require the individual student to pay his full share of that expense would mean the exclusion of all but the exceptionally wealthy from the ranks of educated men. Realizing that such a situation would be a grave menace to the existence of organized society, men have devised two ways of meeting the danger. The one consists in raising funds by gift from philanthropically disposed persons to constitute an institutional endowment, the interest of which is used to supplement direct payments from students. Colleges and universities so provided are called endowed institutions. The other is for society itself in its organized capacity to assume the burden of establishing and maintaining State institutions of higher instruction. This it does in the discharge of the duty of self-preservation. The leader and expert is essential to the community, and it is the community that must make effort and sacrifice in order to provide him for itself. So true is this that the most highly developed countries of the world have all refused to relegate to private benevolence solely a function so important as the preparation of a body of leaders and experts; and have established State and national systems of public education extending from common school to university.

(b) The beneficiaries of State-supported public education have sometimes been stigmatized as educational mendicants. Since, as before stated, all educated men receive more than they pay for, educational mendicancy becomes, in all cases, not a question of fact but a question of degree only. To receive an educational benefaction from private benevolence masked in the form of an endowment is neither more commendable nor less discreditable than to accept the same thing as a social right, and, concurrently, as a social obligation, from organized society in the form of direct appropriations from taxation. To indicate the degree of obligation in either case, I refer to the two tables appended. It will be seen from Table I (multiplying the figures for the single year by four) that a Harvard graduate costs $1,940, of which he himself pays in tuition and fees from $700 to $900, while the university pays the remainder, from $1,240 to $1,040. In like

manner, Table II, a graduate of the University of Wisconsin costs $1,404, of which he pays from $60 to $400, while the university pays from $1,344 to $1,004. If one chooses to regard the Wisconsin graduate as an educational mendicant to the extent of $1,300, must he not equally stigmatize the Harvard graduate to the extent of $1,200?

(c) Admitting the two previous points, one is left merely to inquire whether, in a given case, the cost to the State is excessive. To answer this, I have appended Table II. In considering these data, it must be remembered that these figures reckon into the per capita cost for the regular students all expense for extension work, for special winter courses, and for summer schools; also that the cost of scientific and vocational instruction is necessarily much greater than for the traditional literary course. Taking the figures just as they stand and comparing them with the figures for the great endowed institutions, we see that the State school, in every case, costs less than the lowest endowed school for which the Carnegie Foundation gives figures. Comparing the land-grant institutions in New England with each other, we find that Massachusetts comes first with a cost of $467; Connecticut second, with $423; Rhode Island third, with $391; Maine fourth, with $356; New Hampshire fifth, with $319; and Vermont sixth, with $286.

TABLE I. ENDOWED INSTITUTIONS.

Based on Bulletin No. 5, Carnegie Foundation, Table I.

NAME.	Number of Students 1907–08.	Total Expenditures All Departments.	Per Capita Expenditures.	Fees Per Capita.	Excess Paid by Institution.
Columbia University	3,057	$1,330,156	$435	$225–$325	$215–$115
Harvard University	3,881	1,880,525	485	175– 225	310– 260
Haverford College	160	106,203	663	463	200
Princeton University	1,314	588,572	447	220	227
Williams College	487	213,000	437	190	247

TABLE II. STATE INSTITUTIONS.

Based on Bulletion No. 6, *National Education Bureau for* 1909–10.

NAME.	Students not included in Summer School or Winter courses.	Current Income from State.	Current Income from Nation.	Total Current Income.	PER CAPITA FIGURES. State Expenditures.	National Expenditures.	Total Expenses.	Fees.	Excess Paid by Institution.
Maine	709	$100,000	$40,000	$252,166	$140	$56	$356	$116–150	$240–200
New Hampshire	240	14,590	40,000	76,501	61	167	319	.....	.....
Vermont*	498	16,000	40,000	142,419	32	80	286	90–95	196–191
Connecticut	197	26,950	40,000	83,398	137	203	423	60	363
Massachusetts	350	125,625	26,667	163,445	359	76	467	25–40	442–427
Rhode Island	180	25,000	40,000	70,320	139	222	391	29–69	362–322
Mass. Inst. Technology.*	1,462	29,000	13,333	517,762	20	9	354	275–300	79–54
Wisconsin	3,645	998,585	40,000	1,279,160	274	11	351	15–100	336–251
Pennsylvania	1,417	216,845	40,000	385,985	153	28	272	70	202

*Largely endowed.

Board of Visitors.

At a meeting of your Board in February of the year 1910, the following ladies and gentlemen were requested by you to act as a Board of Visitors for the year 1910: Mrs. Charles Warren Lippitt, of Newport; Mrs. Frank E. Marchant, of South Kingstown; Hon. Lewis A. Waterman, of Providence; Hon. I. L. Sherman, of Middletown; Chancellor Arnold B. Chace, of Providence; Superintendent Clair G. Persons, of Warren; Dr. Arthur J. Jones, of Providence. Their function was to study conditions, processes, personnel, and management of the college and report to your Board a statement of their findings together with such recommendations as their judgment might approve.

Their report is herewith presented as an appendix to the present report. The college and the people of the State are placed under obligation to the members of this Board for the careful, painstaking and discriminating work which they have done. With a sense of

public duty not always found, they have given generously of their time and thought, to the end that this educational instrumentality of the State may become most effective in fostering the welfare of its people. Their estimate of the college work will receive respectful attention from the people of the State and will tend to foster and develop that confidence in the work of the institution which is so necessary to its success. Their recommendations will undoubtedly be considered by your Board and acted upon. I suggest that by a formal vote the thanks of your Board be tendered to each member of this Board.

Summer School.

In accordance with the plans presented to your Board, a summer school for teachers and others interested was held at the college, from July 11 to August 6, with the active assistance and co-operation of the Rhode Island Normal School. In the beginning, it was intended that two weeks of work here should connect with two weeks of work at the Normal School itself. Shortly before the opening of the summer vacation, the Board of Trustees of the Normal School found itself unable to carry out its part of the plan, and the whole four weeks' instruction was given here. The Normal School provided the services of Mr. Joseph J. Landall in manual training, free of expense to the college except for board. The other instruction was provided and paid for by the college. The instructors were Dr. Arthur J. Jones, Professor C. Edward Fisher, and Mr. Joseph J. Landall, of the Normal School; and President Edwards, Professors Adams, Cobb, Thompson, Merrow, Stene, and Eldred and Mr. Thomas of the college. The attendance numbered thirty-nine. Other information is given in the tables. The reception of the summer-school idea has been such that I earnestly recommend its continuance and enlargement during the coming vacation.

Farmers' Week.

Another phase of extension work was the farmers' week held December 27–30, inclusive. This meeting was a pronounced success both in numbers and enthusiasm. All the counties of the State were represented, the attendance being especially large from Providence, Kent, and Newport. Last year the attendance numbered 69; this

year it was fully 120. Many ladies came in to attend Miss Thompson's lectures.

The following set of resolutions originating with those attending, and drawn up and carried through entirely without request or suggestion on the part of anyone officially connected with the college, is very gratifying as an evidence of appreciation and as a piece of testimony in the move for a science building:

WHEREAS, we, farmers from various sections of Rhode Island and vicinity, during our stay at the State College for the exercises of Farmers' Week, have learned from personal observation of the inadequate facilities afforded for the housing of some of the college science departments, be it therefore

Resolved, that we heartily endorse the action of the Board of Managers in its vote of November 21 last, to apply to the legislature for an appropriation of $75,000 for the building and equipping of a suitable building for such departments; and be it further

Resolved, that a committee of three be appointed to urge upon the legislature the passage of such appropriation. Be it also

Resolved, that we desire to express to the Board of Managers of the college our thanks for the arrangement of the course, to the members of the faculty and others for their valuable lectures and addresses, and to all who contributed in any way to the success of the exercises of the week.

KINGSTON, R. I., December 30, 1910.

Changes in Faculty.

In April of the year 1910, Professor Jacob A. Fottler requested leave to resign on May 1, in order to take an inviting position in commercial work. Your Board thought it best to release him, although it worked some detriment to the college to have him leave before the end of the college year.

Mr. George E. Peaslee, a graduate of the electrical course at Pratt Institute, in 1905, was selected to take charge of the short course and practical work, and Mr. Fottler's other work was assumed by other members of the department for the remainder of the college year. Mr. Peaslee has had, beside the excellent practical course at Pratt, much experience in industrial work, being engaged with Sampson and Allen, electrical contractors, from June to October, 1905; and with the New England Telephone and Telegraph Co., Boston, Mass., in the engineering department from October, 1905, to January, 1909, and in the sub-license department from January, 1909, to May, 1910.

To take Mr. Fottler's regular course work, Mr. Paul Cloke was en-

gaged in August, 1910, as instructor in physics and electrical engineering. Mr. Cloke was graduated from Lehigh University in 1905, with the degree of electrical engineer. He was then accepted as engineering apprentice with the Westinghouse Electric and Manufacturing Company. He then went with the Public Service Corporation of New Jersey; from that position, was engaged as instructor in physics at The Pennsylvania State College, and finally returned to commercial work as electrical engineer in the research department of the Westinghouse Lamp Company.

Professor Clyde B. Coleman resigned on the first of July. His place was filled by the election of Professor Fred S. Putney. Professor Putney is a New England man by birth and education. He was graduated, 1905, from New Hampshire College with the degree of B. S. From 1905 to 1907, Professor Putney was an assistant to Dr. Armsby, at The Pennsylvania State College. From 1907 to 1908, he was assistant in animal nutrition at the same college. In 1908–09 he was a graduate student in the University of Missouri, and in 1909–10, he became assistant to the Dean of the Department of Agriculture, University of Missouri. Professor Putney has thus had a New England college course in agriculture, scientific work in one of the foremost experiment stations in the country, and practical acquaintance with methods and processes in the West.

On the resignation of Mr. Warren S. Higgins, instructor in mathematics, Mr. Frank H. Bills, B. S., 1910, New Hampshire College of Agriculture and the Mechanic Arts, was appointed to the position.

At the May meeting of your Board, the resignation of Miss E. Josephine Watson, Professor of Languages, was presented. Miss Watson had served the college in this capacity almost from its inception, and had a large circle of friends among the faculty, alumni, and students, who sincerely regretted her action in severing her connection with the college. Strong resolutions expressive of appreciation, respect, and esteem were passed by your Board and by the faculty of the institution.

To fill the position thus vacated, Dr. Frank K. Sechrist was elected professor of English and Modern Languages. Dr. Sechrist is a native of Pennsylvania, receiving his A. B. degree from Lafayette College, in 1892. From 1892 to 1900, he was professor of English in the Central State Normal School, Lock Haven, Penn. In 1898 he received his Ph. D. degree from Lafayette College. From 1900–1910 he was

professor of English in the Wisconsin State Normal School, Stevens Point, Wisconsin.

Student Aid Fund.

At the alumni meeting in June, steps were taken to originate a fund to be loaned to needy students under certain restrictions, and on August 24, I received the following letter, explanatory of the desires and intentions of the alumni in regard to the fund:

PRESIDENT HOWARD EDWARDS,
Kingston, Rhode Island.

DEAR SIR:—Mr. Chapin T. Arnold, President of the Rhode Island State College Alumni Association, authorizes me to place in the bank the sum of $140.00, the amount already subscribed to the Student Loan Fund, subject to my check. This fund, in accordance with the vote of the Alumni and the action of their committee, is to be loaned to such junior and senior students who, in the judgment of the President of the College, are worthy of help; said loans to be paid back by the student under conditions arranged by the President.

Respectfully,

(Signed) LUCY C. TUCKER,
Treasurer, Alumni Committee on Student Loan Fund.

I have accepted the trust, and from year to year shall make to the alumni of this institution a detailed statement of the uses to which the fund has been placed. The alumni of this college are still all comparatively young people, and it is a gratifying indication of their devotion to the institution that they should so soon begin to plan and act for the good of those who follow them here. They could find no more effective way of perpetuating the good they seek to do.

Recommendations to the General Assembly.

At the November meeting of your Board the following resolutions were authorized:

A. Resolution to appropriate the sum of $75,000 for the construction of a science building to house the departments of chemistry, botany, physics and bacteriology; forty thousand dollars of the said sum to be available in 1911 and $35,000 in 1912.

B. Resolution to make appropriation for current and accumulated repairs as per schedule attached..... $3,000 00

To sustain and enlarge the work of the extension department..... 2,000 00

$5,000 00

In support of Resolution A, a paper has been prepared and addressed to each member of the General Assembly setting forth somewhat in detail the reasons for the recommendation. This paper, together with the letter transmitting it, are subjoined to this report as Appendix B. I insert in this connection a resolution passed by the State Grange.

Resolved: 1st. That the State Grange heartily approves the announced forthcoming application of the Board of Managers of the Rhode Island State College, to the General Assembly of the State, for a building properly to house the departments foundational to the courses in agriculture, and to enlarge the space at the disposal of the experiment station.

2nd. That the legislative committee of the State Grange be urged to use its best endeavors toward the passage of a bill embodying the application of the said Board as presented in the printed "statement" laid before this Grange.

3rd. That the Secretary communicate to each subordinate grange a copy of the "statement," and urge on the part of such grange the appointment of a committee to work with the legislative committee of the State Grange, for the passage of the bill.

I would further call attention to the resolution of "farmers week," page 30, and to the statements of the Board of Visitors, page 45, Appendix.

Commencement.

The baccalaureate address of June 12, 1910, had for its subject, "The Old Order and the New." The commencement exercises the following Thursday were very largely attended. The speaker was Congressman–elect George H. Utter, who made a strong address on the subject, "Stop a Minute!"

Respectfully submitted,

HOWARD EDWARDS,

President.

FEBRUARY 9, 1911.

TREASURER'S REPORT.

R. S. BURLINGAME, TREASURER, *in account with the different funds of* RHODE ISLAND STATE COLLEGE, *for the year ending December* 31, 1910, *as follows:*

MORRILL FUND OF 1890.

1910.		CR.	DR.
Jan. 1.	To balance from last year		$21,875 08
July 16.	Cash from United States for year ending June 30, 1911		45,000 00
Dec. 31.	By instruction	$33,362 64	
	Text-books and reference books	1,166 21	
	Apparatus	3,395 21	
	Tools and machinery	597 53	
	Stock and material	4,256 49	
	Balance on hand	24,097 00	
		$66,875 08	$66,875 08

MORRILL FUND OF 1862.

Jan. 1.	To cash from land-scrip fund		$2,500 00
Dec. 31.	By instruction	$1,190 06	
	Text-books and reference books	22 75	
	Apparatus	106 65	
	Stock and material	81 29	
	Balance on hand	1,099 25	
		$2,500 00	$2,500 00

STATE.—MAINTENANCE FUND.

Jan. 1.	To State appropriation		$25,000 00
Dec. 31.	By salaries	$5,843 93	
	Traveling	544 97	
	Postage, stationery, and printing	556 27	
	Construction and repairs	1,518 81	
	Oil and gasoline	217 30	
	Fuel	3,351 27	
	Telephone and telegraph	227 61	
	Feed	7 25	
	Freight and express	3 73	

			Cr.	Dr.
		By Labor (student, janitor, farm, etc.)....	$10,243 55	
		Commencement.....	48 63	
		Dishes and laundry baskets.....	95 48	
		Furniture.....	365 84	
		Rental of dormitories.....	292 67	
		Wagon and harness repairs.....	107 90	
		Horse shoeing.....	103 66	
		Advertising in publications.....	421 13	
		Membership fee.....	35 00	
		Stock and material.....	1,015 00	
			$25,000 00	$25,000 00

STATE.—DORMITORY FUND.

Jan.	1.	To balance from last year.....		$674 57
Dec.	31.	By architect.....	$635 42	
		Freight and express.....	39 15	
			$674 57	$674 57

STATE.—ATHLETIC FUND.

June	1.	To State appropriation.....		$2,750 00
Dec.	31.	By track house.....	$1,386 87	
		Track.....	1,211 71	
		Balance on hand.....	151 42	
			$2,750 00	$2,750 00

STATE.—REPAIRS AND IMPROVEMENTS.

May	1.	To State appropriation.....		$4,000 00
Dec.	31.	By labor and material.....	$4,000 00	
			$4,000 00	$4,000 00

STATE.—SCHOOL AND EXTENSION.

May	1.	To State appropriation.....		$1,000 00
Dec.	31.	By salaries.....	$297 41	
		Traveling.....	39 75	
		Labor.....	64 13	
		Stock and material.....	35 98	
		Farmers' week.....	139 46	
		Balance on hand.....	423 27	
			$1,000 00	$1,000 00

Current Fund.

			Cr.	Dr.
Jan.	1.	To balance from last year		$4,073 58
		Reserve fund		2,000 00
		Dormitory fees		3,687 15
		Department sales		5,675 64
		Department fees		1,814 38
		Department service		905 53
		Tuition		880 97
Dec.	31.	By salaries	$2,448 21	
		Traveling	269 53	
		Postage and stationery	524 22	
		Construction and repairs	1,376 33	
		Oil and gasoline	79 84	
		Fuel	1,680 56	
		Telephone and telegraph	82 30	
		Labor (student, farm, janitor, etc.)	3,891 36	
		Freight and express	541 57	
		Advertising in publications	259 50	
		Entertainment	466 99	
		Stock and material	2,560 17	
		Feed	1 50	
		Reserve fund	2,000 00	
		Balance on hand	2,855 17	
			$19,037 25	$19,037 25

Trust Fund.

Dec.	31.	To boarding receipts		$19,364 41
		Store receipts		3,723 18
		Interest		1,002 35
		Cash transferred from current fund to remove deficit		1,500 00
Dec.	31.	By debit balance from last year	$1,064 10	
		Boarding	18,522 13	
		Store	3,417 43	
		Balance on hand	2,586 28	
			$25,589 94	$25,589 94

Hatch Fund.—Experiment Station.

Jan.	1.	To balance from last year	$7,066 30
July	1.	United States check	3,750 00
Oct.	1.	United States check	3,750 00

			Cr.	Dr.
Dec.	31.	By salaries	$8,635 70	
		Labor	1,987 66	
		Publications	78 61	
		Postage and stationery	331 97	
		Freight and express	222.95	
		Heat, light, water and power	368 78	
		Chemical supplies	70 73	
		Seeds, plants, etc	222 26	
		Fertilizer	189 65	
		Feeding-stuffs	747 42	
		Library	871 85	
		Tools and machinery	368 04	
		Furniture and fixtures	23 30	
		Scientific apparatus	82 07	
		Live stock	401 00	
		Traveling expenses	453 95	
		Buildings and land	887 05	
		Contingent expenses	40 00	
		To amount overdrawn		1,416 69
			$15,982 99	$15,982 99

ADAMS FUND.—EXPERIMENT STATION.

Jan.	1.	To balance from last year		$6,206 85
July	1.	Check from United States Treasury		3,750 00
Oct.	1.	Check from United States Treasury		3,750 00
Dec.	31.	By salaries	$9,383 89	
		Labor	2,453 73	
		Postage and stationery	121 41	
		Freight and express	93 51	
		Library	55 95	
		Tools and machinery	126 85	
		Scientific apparatus	170 65	
		Chemical supplies	116 35	
		Furniture and fixtures	75 50	
		Feeding-stuffs	842 54	
		Live stock	113 90	
		Traveling	182 15	
		Seeds and plants	251 86	
		Building and land	25 52	
		Heat, light, water and power	279 77	
		Fertilizer	148 82	
		To amount overdrawn		735 55
			$14,442 40	$14,442 40

MISCELLANEOUS.—EXPERIMENT STATION.

			CR.	DR.
Jan.	1.	To balance from last year		$5,790 46
		Department receipts		1,856 37
		Interest		127 03
Dec.	31.	By salaries	$738 69	
		Labor	429 65	
		Postage and stationery	91 28	
		Freight and express	56 33	
		Library	85 62	
		Tools and machinery	49 93	
		Live stock	2 00	
		Chemical apparatus	3 74	
		Publications	61 56	
		Feeding-stuffs	68 86	
		Heat, light, water and power	18 36	
		Traveling expenses	469 60	
		Building and land	1,921 07	
		Seeds, plants, etc	163 83	
		Scientific apparatus	31 10	
		Contingent expenses	21 85	
		Balance on hand	3,560 39	
			$7,773 86	$7,773 86

I hereby certify that the above account is correct and true, and truly represents the details of expenditures for the period and by the institution named.

R. S. BURLINGAME,
Treasurer.

This is to certify that we, the undersigned, auditing committee of the Board of Managers of Rhode Island State College, have examined the accounts of R. S. Burlingame, treasurer of said college, and find the same correct.

CHARLES DEAN KIMBALL,
THOMAS G. MATHEWSON,
Auditors.

REPORT

OF THE

BOARD OF VISITORS

OF

RHODE ISLAND STATE COLLEGE

FOR 1910.

APPENDIX A.

REPORT.

To the Board of Managers of Rhode Island State College:

GENTLEMEN:—The Board of Visitors, appointed in January, 1910, has the honor to present to you the following report:

At the first meeting a simple organization was effected, with Dr. Arthur J. Jones, of Providence, as chairman, and Superintendent Clair G. Persons, of Warren, as secretary. (In September, 1910, Superintendent Persons removed from the State and was obliged to resign from the Board.) Plans of work were discussed, and the work of inspection and visitation was systematized and divided in such a way as to make possible a very thorough and complete investigation. We have attempted to make this Board a real investigating committee and not a merely perfunctory body, to the end that we might be of the utmost possible service to the college and to the State. We have, individually and as a Board, inspected every department of the college, have talked with the instructors and with other people who could give us information concerning the work of the college and its general standing in the community, and have endeavored in every way to ascertain the facts which would aid us to make our report of real value.

GENERAL ENVIRONMENT.

The college is especially fortunate in its location. There are few places in the State which are so beautiful and so healthful. The comparative isolation of the college, while causing some inconveniences, makes possible a true college community life and enables the institution to exert a more complete and far reaching influence over all its students. The general relationship between the college and the community seems to be helpful and healthful. The college has a wholesome and distinctly helpful influence on the community.

SOCIAL LIFE.

Such opportunity as we have had for observing the social life of the students indicates that it is thoroughly wholesome. The students seem earnest and eager and there is a strong, healthy college spirit which binds them together as nothing else can do.

BOARDING DEPARTMENT.

We wish to express our approval of the present management of the boarding department. It is evidently in competent hands. The food is well cooked, of good quality, and of sufficient variety. It hardly seems possible that any better board could be provided for the money than is given here.

HOME ECONOMICS.

This department is in most capable hands and the equipment seems adequate for present needs, though the growth and expansion of this very important branch of the college training should be kept in mind, in planning for the future. The Board expresses its disapproval, however, of the absence of proper laundry facilities for the women students, the large proportion of whom are forced to use entirely inadequate and undesirable quarters in an ill-lighted, unclean, and unsanitary basement of a building used by male students. We recommend that better laundry arrangements be made at once, and that plans be completed for permanent facilities both for actual use, and for adding this very necessary branch of study to the department of home economics, as soon as other quarters can be found for the physics department.

DORMITORIES.

After a careful examination of the dormitories for both men and women, we find that these facilities for the students are, on the whole, very satisfactory and the price charged exceedingly reasonable.

EXPERIMENT STATION.

The work of the experiment station is of a very high order and has been and is of great value, not only to the people of the State, but also

to the nation. It is imperative that more room be provided for this department. To this end we hope that as soon as possible all books not needed in the daily work of the station may be given a place elsewhere, and that some room may be set apart in the proposed science building, where some of the work of this department may be carried on. We would again emphasize the value of a closer union between the experiment station and the other departments of the college. Some way should be devised by which the valuable investigations conducted by this department could be utilized more fully than they now are for the benefit of the college students. It would seem desirable, if it could be arranged, that those who are conducting such experiments should present their methods and their results to the students of the college, especially to those who are enrolled in the courses in agriculture. The unusual opportunities which the experiment station presents for the observation of original investigations at first hand should be utilized as fully as possible. It would hardly seem that the administrative difficulties incident to such a union would be sufficient to counterbalance the benefits derived from the conservation of materials and of energy and the general gain in efficiency which would result from such united purpose and united action.

AGRICULTURE.

We note with approval the large increase in the number of students enrolled in agricultural courses and the constantly increasing importance of this department. Agriculture is one of the most important industries of the State and it is evident that a college of this kind, founded under the provisions of the Morrill Act of 1862, should be of the utmost possible service to the agricultural interests of the State. We recognize the fact that the college never can be wholly an agricultural school and that it never should be, but we feel that the agricultural interests of the State justify a still greater emphasis upon this side of the work.

While we feel that the general policy of the college can be wisely determined only by those in actual charge, who have studied the situation from all sides, we feel that the college is wise in considering carefully all honest criticisms of the farmers and in attempting to remove as soon as possible all grounds for the same in so far as they are well founded. Money should be judiciously expended in the purchase of the best materials, machinery, and stock, and special care

exercised in the general care and upkeep of the farm. If necessary, an appropriation should be asked for, to meet such needs. It is especially desirable that more farm land be utilized for the agricultural work of the students; all available land should be utilized to this end, and if the amount of land still proves insufficient, effort should again be made to secure enough land to give the agricultural students more practice in actual farm work. The college should be careful never to neglect this practical side of agricultural training. It is not only necessary that the students be taught the best methods, but they should have practical illustration of them and should be given a great deal of practical training in them. No subjects lend themselves more readily to laboratory or field work than agriculture and kindred pursuits. Because of this very fact there often is a tendency to neglect this side of the subject, to study the theory and neglect the practice, to assume that the practice is unnecessary and has been or may be acquired elsewhere. In mechanics there is regular work in the machine shop, in chemistry the students are required to work in the laboratory, in engineering we have actual field work, but in agriculture, with all the opportunities for field work, that work is likely to be neglected.

The grounds, the gardens, the orchards, the poultry yards and houses, and the stables of an agricultural school or college should in themselves be a daily lesson in scientific farming. The teaching of the theory would lose somewhat of its force if negatived by the daily observation of the students, while, on the other hand, how can you better instill into the minds of the students the lessons that you would teach than by daily practical observations? Nor would this require a tremendous expenditure. That would not be practical agricultural training, it would be gentleman's agriculture. The students should be taught commercial agriculture, how to make farming pay. The best methods of raising and keeping poultry should not only be taught, but there should be practical training in them. They should be given practical lessons in the care and breeding of live stock. They should be taught how to make butter and cheese and to do all the work necessary to constitute first-class and up-to-date farmers.

It should be the aim of the college to perfect itself as soon as possible in this branch of the work. It is the only institution in the State engaged in this line, and for this reason, if for no other, it should do its utmost to supply this need. The college has made rapid strides

in this direction during the past few years, but much remains to be done before it will satisfy the demands of the people of the State in this connection.

DEPARTMENTS OF SCIENCE.

Adequate courses in agriculture and allied subjects cannot be given unless there be thorough training in the subjects fundamental to such work. Agriculture to-day is an applied science and thorough training in science must precede and accompany such application. The sciences most closely connected with agriculture are chemistry, botany, bacteriology, and physics. If students are not thoroughly grounded in these fundamental subjects there can be little hope for the production of agricultural experts by the college. The departments of science are especially fortunate in their equipment, which is largely provided from the funds given by the government. Excellent work is done in these departments, but the quarters are entirely inadequate to meet the needs of the students and of such a character as to render constant apology necessary. The buildings used by the departments of chemistry and botany are mere sheds, and not even adequate for the shelter of the apparatus, which, in consequence, cannot be properly cared for. The rooms occupied by the physics department are unsuited to experimentation and to the housing of the valuable apparatus owned by the college.

In view of these facts, we feel that the Board of Managers is entirely justified in its application for an appropriation for a new science building, we approve of such action, and hope that it may meet with the approval of the members of the General Assembly as it has with that of the Governor. As is indicated in the application for such appropriation, such a building, in addition to meeting the needs of the science departments, would give the experiment station much needed room, would provide for a closer union between the experiment station and the rest of the college, and would make available for the use of the women the basement of Davis Hall, now used by the department of physics.

EXTENSION DEPARTMENT.

The department of the college that most directly meets the needs of those actually engaged in agricultural pursuits and that comes into closest contact with the farmers is the extension department.

The farmers of the State have already been greatly benefited by the lectures, conferences, demonstrations, pamphlets, and letters which have been furnished through this department. They are coming to appreciate the efforts of the college in this direction more and more, because they see the benefits of such work. This appreciation is evidenced by the attendance at these lectures and demonstrations, by the great interest in "farmers' week," by the increasing requests for assistance, and by the general friendly attitude of the farmers towards the college. There is no reason why this work should not increase in amount and in usefulness. Sufficient funds should be made available for the enlargement of this department.

SCHOOL GARDENING.

The work done for the State in school gardening by the college, through Mr. Thomas, has been unusually helpful and of real service to the people. The interest in the movement has been constantly growing and the work done has been of the solid, practical character which is the best guarantee of lasting influence. Practically all of the time of Mr. Thomas has been given to this work, very little being available to the college for its own courses. The money used by the college for this work has come from its regular resources, no extra appropriation being asked for.

ENGINEERING DEPARTMENT.

We find the engineering department well equipped with up-to-date apparatus and the instruction given practical and of a high order. Unusual opportunities are here offered to students taking such courses.

PLANS FOR THE FUTURE.

We commend the sincere attempt of the Board of Managers and of the president to carry out the recommendations of the Commission of Inquiry which reported to the General Assembly April 16, 1909. We especially approve the attitude of your president, expressed in his report for 1910, pages 31 and 32, relative to the necessity of placing before the people a constructive program of development covering several years. It is no longer necessary to convince the people of the State of the value of the college. It stands on its own splendid

record of past achievement. The people of the State and the members of the General Assembly should, however, know the needs of the college, and a plan should be drawn up covering the prospective needs for a number of years to come. This plan should, in some way, be brought to the attention of the General Assembly so that provision may be made in advance for meeting these needs. We feel that the recognized worth and dignity of the college make any other course unwise, and also that such a course will appeal to the good sense and judgment of the citizens of the State.

On the whole, we feel that, while the buildings and equipment are inadequate in many ways, while there are pressing needs, the college is doing work of which the State may well be proud. The members of the faculty are earnest and conscientious, and the standard of work done compares favorably with that of other New England colleges. The college is, in an ever-increasing degree, meeting the needs of the State and fulfilling the purpose of its founding. It is appealing to a class of young people not reached by any other educational institution in the State, and is offering them excellent opportunities for practical as well as cultural training.

Respectfully submitted,

ARTHUR J. JONES,
ISAAC L. SHERMAN,
(MRS. F. E.) SARAH P. MARCHANT,
(MRS. C. W.) MARGARET B. F. LIPPITT,
ARNOLD B. CHACE,
LEWIS A. WATERMAN.

APPENDIX B.

STATEMENT IN RELATION TO FORTHCOMING APPLICATION BY THE BOARD OF MANAGERS OF RHODE ISLAND STATE COLLEGE TO THE GENERAL ASSEMBLY OF THE STATE OF RHODE ISLAND FOR A SCIENCE BUILDING AT RHODE ISLAND STATE COLLEGE.

1. ACTION OF THE BOARD. At a regular meeting of the Board of Managers of Rhode Island State College held November 21, 1910, after considering the situation as apparent to themselves and as presented by the heads of departments concerned, and after viewing preliminary plans for a new science building to house the departments of chemistry, botany, bacteriology and physics, the Board unanimously

Voted, to apply to the Legislature for the appropriation of $75,000 for building and equipping the said Science Hall, asking that $40,000 be made available during the year 1911 and $35,000 during the year 1912.

2. OBJECT OF THE RESOLUTION. To enable the college properly to discharge its function of experimentation and instruction in agriculture, in home economics, and in the course for teachers, etc., provided for in the Nelson Amendment of 1907.

3. CONNECTION OF THIS RESOLUTION WITH THE OBJECT TO BE ATTAINED. The subjects of chemistry, botany, bacteriology, and physics are fundamental to any serious course in agriculture, home economics, etc. Agriculture *is* these subjects applied, and there can be no solid application of subjects not previously acquired. No college worthy of the name attempts to give these applications without these subjects. Equally as a matter of course, no investigation or experimentation can be carried on without expert work in these subjects.

4. REASONS FOR IMMEDIATE ACTION.

A. Present space and buildings unsatisfactory.

(a) The chemistry building is an unceiled wooden shack, 115 ft. long by 24 ft. wide and affording 2690 sq. ft. of floor space. It was originally constructed as temporary barracks for housing students while the dormitory, burned January 23, 1895, was being rebuilt. It is in every way unsuited for its present use. At the best, it affords for general chemistry, qualitative and quantitative analysis, organic chemistry, physiological chemistry, etc., only one general laboratory and a small lecture-room, while for industrial chemistry, a store room and weighing room, two small sections are cut off. Adequately to provide in floor-space alone for the needs of this department would require some 8000 square feet. Views of the exterior and interior are subjoined.

(b) The building for botany is likewise a temporary wooden cabin, 36 x 16 ft. (576 sq. ft. of floor-space) with room up in the eaves for storage; the whole

not exceeding 800 sq. ft. of floor-space. This single room serves as both laboratory and lecture-room for work in general botany, economic botany, plant pathology, histology, etc. For this department at least 5,000 sq ft. of space are needed. Views are subjoined.

(c) Bacteriology. This subject constitutes in modern agriculture—in the study of plant and animal life of all kinds, including the food and sanitation of human life—a vital feature. Yet so far, for lack of space, little has been done at Rhode Island State College in grounding students in the subject. For experimental purposes the department occupies two rooms in the experiment-station building, a total of 881 sq. ft. of floor space. For both experimental and teaching purposes, it should have some 2,800 sq. ft.

(d) The department of physics now has four rooms in the basement of Davis Hall—a total floor space of 1,656 sq. ft. For compactness, propriety and convenience of arrangement this space is needed more especially for the Women's Department, as for laundry, gymnasium, etc. The department of physics is, further, inconvenienced by lack of space for properly handling the subjects of light, photography, etc. It should have at least 2,600 sq. ft. of floor space.

B. Increase of demands on departments originally unsatisfactorily provided for in floor-space and buildings.

The foregoing is a statement of facts, presented without argument, and in exact figures. As to botany and chemistry they show a condition at no time satisfactory or worthy of the state. But meanwhile demands have increased. The comparisons here made to show such increased demands cover merely the time from 1906 to 1910—the period, namely, during which affairs at the college have been intrusted to the present administration.

(a) A different kind of teaching is demanded. The report of President Butterfield for 1906 gives a total of 105 students, of whom 44 were avowedly doing high-school work, while 61 were registered as students of college grade. A glance at the course will show for the 44 students very little of science or laboratory work. We have no preparatory students at the college to-day.

Even the 61 students in the college do not seem to have been prepared to do the grade of scientific work now demanded by our students. The President states that of the freshman class only eleven were "from high schools." The forthcoming report for 1910 will show some 50 high-school graduates in the present entering class, with the remainder admitted on three conditions or less.

This same situation is shown by the announced requirements for entrance. For 1906 they amounted to barely eight units, that is, an amount of work equal to about two and one-half years in the high school. For the year 1910, the requirements were thirteen units, or practically high-school graduation from a four-year course. With substantially no change in the number of entering students, the college could have required the full fourteen units that will be required in 1911. All this means that the work demanded by students at this college to-day is of full college grade, and requires an equipment correspondingly elaborate.

(b) Not only has the character of the work materially advanced, but the volume of work demanded has greatly increased. For the 61 college students of 1906 we have, in 1910, 152, or about two and one-half times as many. The gradu-

ates in 1905 were 8 in number; in 1910, they were 16. The entering class in 1906 (with 8 units for entrance) numbered 17; in 1910 (with 13 units for entrance) it numbered 64, or nearly four times as many. Furthermore, instead of the additional 44 high-school students enrolled in 1906, we have in 1910 twenty-eight students in two-year courses arranged for persons beyond the high-school age, and connecting, not with college work, but with actual industrial life. This work makes almost as much demand upon the science laboratories as does the college work, only it is different in character.

Added to this is the summer-school work for teachers of agriculture and kindred scientific subjects (thirty-nine were enrolled in this school last summer); and the "farmers' week" course during the winter holidays with an attendance last year of some 65 actual farmers. Even the six weeks' poultry course (enrolling twenty poultrymen) makes some demand on the science laboratories.

C. Increase of demands upon the experiment station and of opportunities for usefulness.

In the Report for 1906 the income of the station from the United States Government is given as $15,000. In that year the Adams Act gave to the station the additional sum of $7,000, increasing each year by $2,000 until, in 1910, it has reached the maximum of $30,000. None of this can be used for buildings. But it is evident that if the income of the station is doubled, the work done should be doubled, and that means, in part, additional floor-space in which to work. Yet in the four years, the college has been able to add to the floor space given over to experimental purposes only very slightly—by withdrawing, namely, instructional work from the experiment-station building, three rooms of which were used in 1906 mainly for such instructional purposes. Even so, the experimental work is greatly crowded and handicapped by lack of space. To do his best work, the Director should have a private office. A fire-proof vault is needed for the preservation of invaluable records. All the divisions of the work need enlarged facilities.

As the experiment-station building itself is unfitted for addition, the necessity for removing some department to another building is indicated. It is, therefore, proposed to remove the bacteriological department to the new science building contemplated, giving to it space for both research and instructional work, and releasing for the use of the Director and for adjustment to the needs of the remaining departments about one-fourth of the present building.

D. Failure of present conditions to meet obligations formally assumed by the State in accepting grants from the United States, and to foster economic and successful work.

The yearly income from the United States to the State for this college will be, in 1911, $82,500, including $30,000 for experiment-station work. This, capitalized at 5% is equivalent to an endowment of $1,650,000. In accepting this grant, the obligation explicitly assumed by the State in a formal act, is that it shall furnish adequate land, buildings, and maintenance, so that the fund from the United States may be used to best advantage for apparatus, teaching, and investigation. As has been pointed out, two of the main departments are in buildings grotesquely unsightly, inadequate, unsuitable, unsanitary, and uneconomic.

A very high grade of work is now being done by this college. Although only four additions have been made to the number of the college faculty in the four years, and one of these is the military officer detailed and paid for by the United States (an increase, therefore, of only 16⅔% in college faculty as compared with an increase of 146% in college students), yet the personnel has been greatly changed and strengthened. Better salaries are being paid, the increase in some cases being over 38%: while the whole salary list has increased 28%. But this better work is being done against great disadvantages in the conditions named. A great teacher and investigator counts opportunities and facilties for good work as the principal attraction inhering in a given position. Both faculty and students here are upborne by the present hope of improved conditions, and the failure to recognize the good work being done by refusing to improve the conditions will bring inevitable disappointment, disorganization, and retrogression.

On the other hand, improved conditions realized or in immediate prospect, will bring renewed courage, greater effort, more marked progress. While the increase in agricultural students (8 in 1906, 45 in 1910) is very gratifying, all of us desire further growth in this direction. Such growth can be brought about only by the improvement asked for. Over and over again it has been demonstrated that better buildings *precede* the influx of agricultural students. In Cornell, Wisconsin, Illinois, Michigan and elsewhere, the enormous increase of agricultural students has come, in every case, as the direct result of generous building.

5. DESCRIPTION OF PROPOSED BUILDING.

The building proposed is to be of stone, 130 x 45 ft., with a projecting center, 50 x 20 ft., three stories in height and having a dry, well-lighted basement. The space so obtained has been carefully reckoned to meet the needs of a body of 300 students divided among the departments in the relative proportions now obtaining.

An estimate from a responsible builder places the cost of the building at $55,000. The cost of equipment and installation has been reckoned at $20,000.

Besides the halls, toilet rooms, cloak rooms, etc., it will be apportioned as follows:

(a) For chemistry, 7,903 sq. ft, of floor-space
as against 2,690 sq. ft. of floor-space in present quarters.

(b) For botany, 5,232 sq. ft. of floor-space
as against 832 sq. ft. in present quarters.

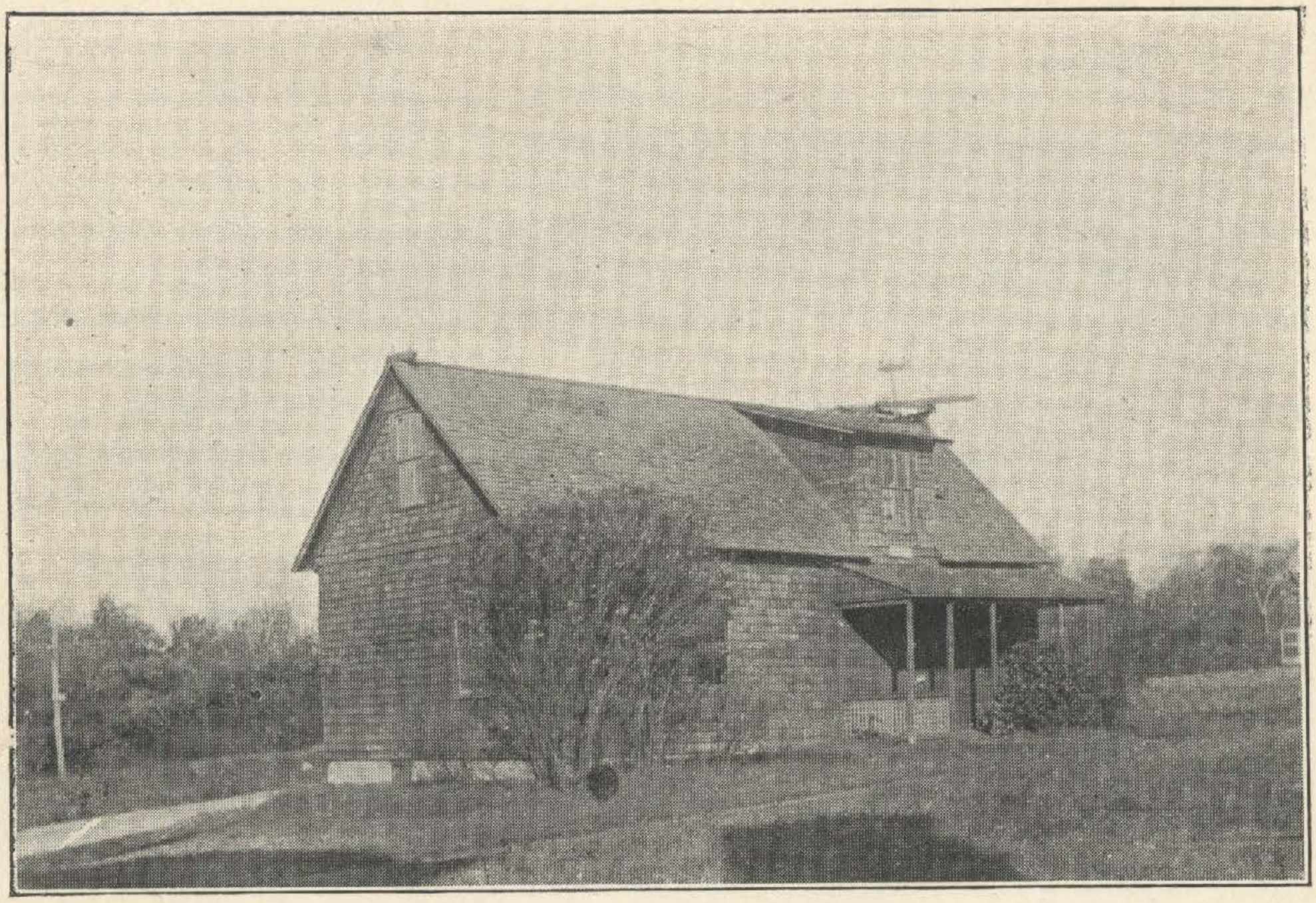
(c) For bacteriology, 2,723 sq. ft. of floor-space
as against 881 sq. ft. in present quarters.

(d) For physics, 2,681 sq. ft. of floor-space
as against 1,656 sq. ft. in present quarters.

A modern lecture-room with seats in semi-circular form in tiers rising one above the other and a demonstration table in the focus, will constitute a much-needed feature of the building.

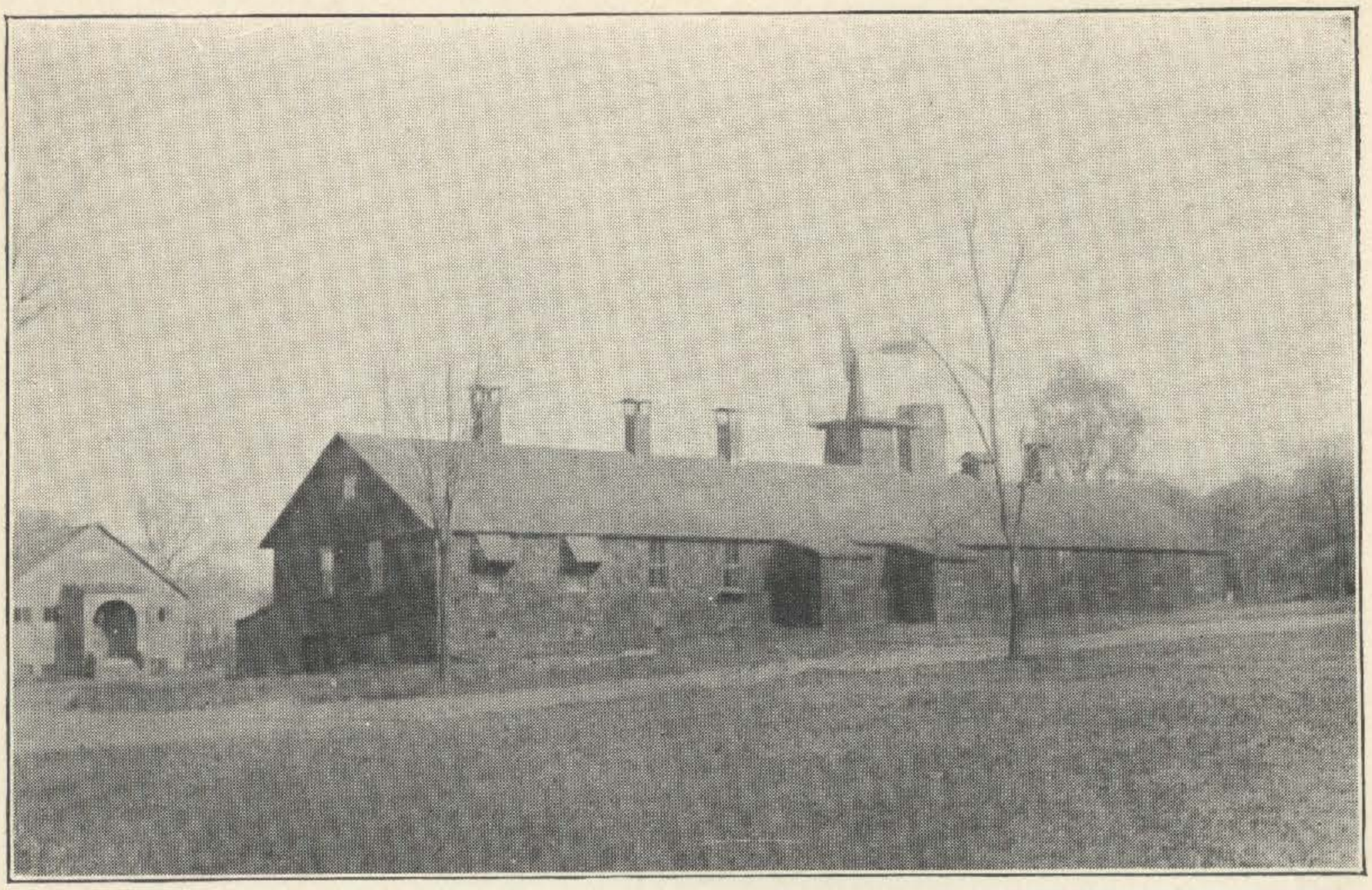
6. RECOMMENDATION OF THE COMMISSION OF INQUIRY OF 1908–09.

In making this application, the Board of Managers of the college would make

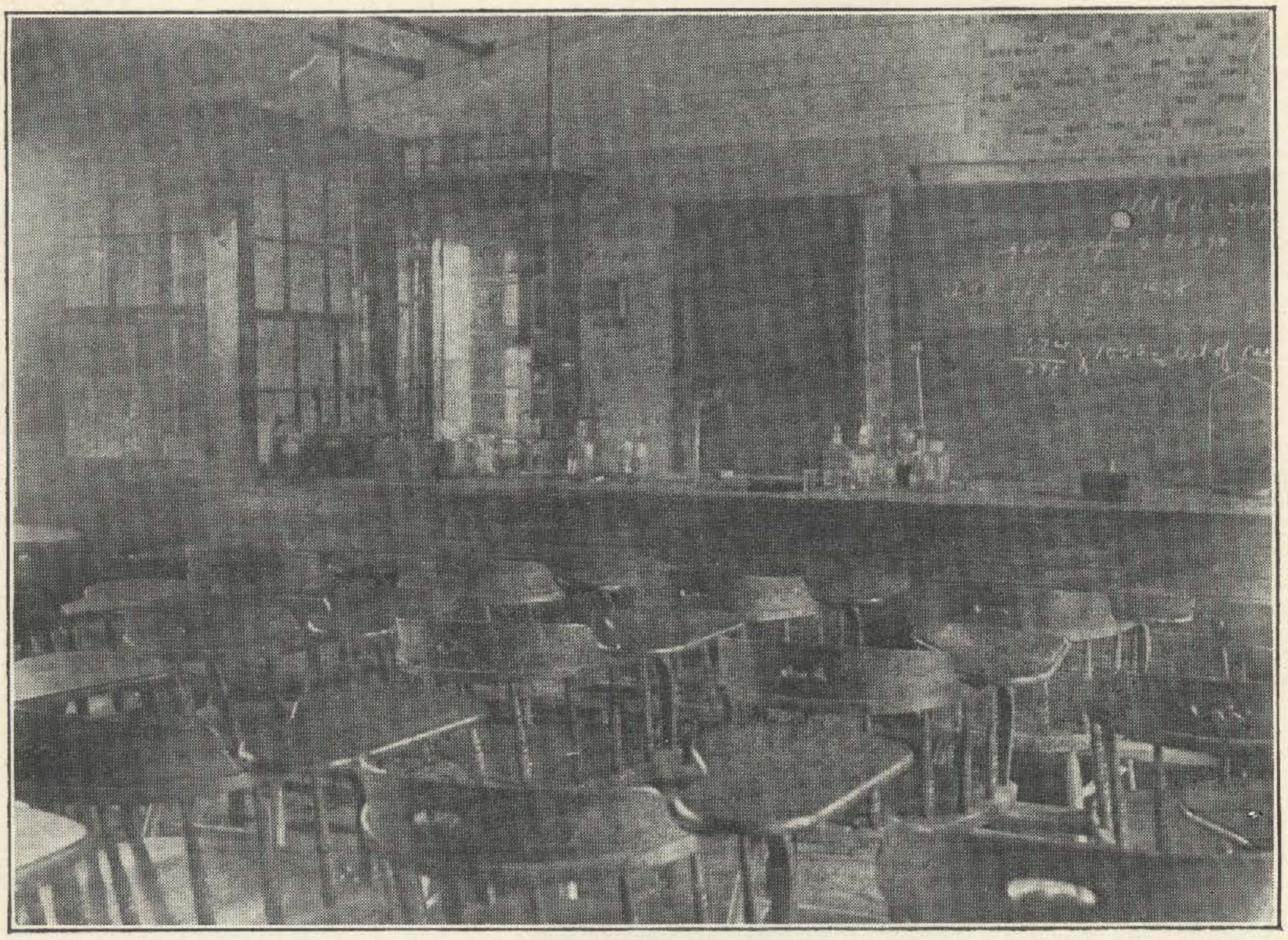


Exterior of present Botanical Laboratory.

Interior of present Botanical Laboratory.



Exterior of present Chemical Laboratory.



Lecture Room of Chemical Laboratory.

formal reference to the Report of the Commission of Inquiry appointed by the General Assembly, May 26, 1908, as fully sustaining this action, and as testifying authoritatively to the duty of making such application. This Report was made by a body of able and conscientious men with no interest to serve other than that of the state, with no preconceived judgments and no theory to sustain. They carried forward their task with the most serious and painstaking effort, giving unstintingly of their time; and making a minute and detailed examination of all matters pertaining to the college. Their report is restrained and judicial in tone, yet sustains positively and unequivocally all that is insisted upon in this application and the application itself is, in effect, made by the Commission. See pages 63–68 of the report.

7. GENERAL SUMMARY. The State has here in active work a genuine *College* of Applied Science in Agriculture, Home Economics, Applied Science Teaching, and Engineering. The teaching and investigation here carried on is highly valued by a large part of the population, as is shown in the demand for its publications and its advice, in the four-fold increase of its clientele from the high schools in four years' time and in the growing attendance on its short-course practical work.

It is enabled by the equivalent of an endowment from the United States Government of $1,650,000 and by maintenance from the state, to offer its services free to the people of the state and hence brings largest aid to the classes most in need of such aid.

In order to carry out its function in the state, it needs further aid to erect a building suitable for its purposes.

A three-fold obligation to supply this need rests upon the state: (a) to provide for its own people that which other states have so bountifully provided for their people, (b) to give to the people the full measure of advantage that should come to them from the munificent endowment of the United States, and (c) to meet the obligation assumed in the Act accepting the grant.

The foregoing facts are fully substantiated and are strongly and ably set forth in the Report of the Commission of Inquiry on the College made to the General Assembly April 16, 1909.

"IGNORANCE IS A GREATER BURDEN ON A STATE THAN TAXATION."

SUMMARY OF ACCOMPANYING PAPER.

1. Appropriation for Science Building asked by Board of Managers of Rhode Island State College—$75,000 for building and equipment—$40,000 available in 1911; $35,000 in 1912.

2. Purpose—To relieve congestion in the Experiment Station and properly to house the work in Chemistry, Botany, Bacteriology, and Physics.

3. Relation of these departments to the courses in Agriculture, Home Economics, Applied Science, etc., is vital.

4. Reasons for immediate action:

   A. Present space and buildings for these departments inadequate. See pictures.

   B. Increase of demands on these departments.

      a. Advanced character of work.

         1. No preparatory work now at the College.
         2. Entrance requirements advanced from 2½ years of high-school work to graduation from high school.
         3. Short-course practical work for adults with or without high school training.

      b. Increase in volume of work.

         In four years, an increase of College Students of 146% (nearly 2½ times as many.) Senior Class doubled; Freshman Class nearly four times as many. Substitution of short-course practical work for preparatory high-school work at the College.

   C. Increase of Experiment Station income (from U. S.) from $15,000 to $30,000 necessitates increased space for work.

   D. Present buildings for these departments do not meet obligations formally assumed by the State toward the United States. Yearly income from U. S. after 1911 for apparatus, teaching and investigation, $82,500. High grade of work now being done handicapped by present conditions as to buildings.

5. Proposed building to be of stone, 130 x 45 feet, with projecting center, 50 x 20 feet, three stories in height with basement. Space for Chemistry, Botany, Bacteriology, and Physics. Builders' estimate for building, $55,000. Equipment, $20,000.

6. Commission of inquiry appointed by Legislature in 1908 and formally reporting in 1909 uphold foregoing statements and themselves recommend building asked for.

LETTER OF TRANSMISSION

ACCOMPANYING FOREGOING COMMUNICATION.

DEAR SIR:—By instruction of the Board of Managers of this college, I am enclosing herewith a copy of a paper setting forth the reasons for the introduction of a resolution in the present General Assembly, authorizing the construction and equipping of a science building.

In determining the amount asked for in this resolution, painstaking estimates have been obtained from experts in the lines of work concerned, and no inflation of figures, to allow for possible cutting of the amount asked for, has been practiced. The figures are placed before you according to business practice, just as the manager of some railroad or manufacturing firm would place his estimates before his directors. They are as follows:

Erection of building (detailed estimate from responsible contractor, using our quarry for stone)	$55,000 00
Necessary increase of present power plant for heating and lighting	6,850 00
Installation of lighting fixtures	500 00
Installation of physics department	685 00
Installation of chemical department	4,600 00
Installation of botanical department	2,050 00
Installation of bacteriology department	2,395 00
Transmission of heat from power plant to building	2400 00
Miscellaneous (curtains, cover for corridors, light transmission, etc)	500 00
	$74,980 00

The project has received the approval of the Governor—see message; the State Grange, who instructed committees to appear at any hearings that may be held; the attendants at Farmers' Week here, who also appointed a committee to represent them before the General Assembly; the Board of Visitors of the college for 1910, consisting of Dr. Arthur J. Jones, Chancellor Chace, Hon. Lewis A. Waterman, Hon. I. L. Sherman, Mrs. Charles Warren Lippitt, and Mrs. Frank E. Marchant; and the Commission of Inquiry appointed in 1908. The formal action of the State Grange will be published in the forthcoming report of the Board of Managers, which will also con-

tain the action of the attendants at Farmers' Week. The full report of the Board of Visitors will be forwarded to the General Assembly with the report of the Board of Managers.

It is the duty of the Board of Managers to lay before you the needs of this institution, and to have them as fully and strongly presented as the facts will warrant. In the discharge of that duty, this paper is presented for your consideration. With you rests the responsibility of final decision. Any further information you may desire from us, to help you in arriving at a decision, will be gladly furnished. Reply to this communication will be greatly appreciated.

Very truly,

HOWARD EDWARDS,

President.

APPENDIX C.

Summaries Dealing with Certain Phases of Receipts and Expenditures for Year ending June 30, 1910.

Summary for Year.

Balance on hand, July 1, 1909	$60,675 02
Total income for year	139,753 38
Total	$200,428 40
Total expenditure for year	169,007 48
Balance on hand	$31,420 92

Income.

Income from students:

Tuition fees	$1,000 02	
Matriculation and incidental fees	1,660 46	
Chemicals, and laboratory supplies	866 37	
Dormitory fees	3,239 19	
Dining hall	16,849 14	
		$23,615 18

Income from Grants by State and Nation:

State—Maintenance appropriation	$25,000 00	
Repairs and improvements	4,000 00	
Athletic field and house	2,750 00	
Federal—Morrill Act of 1862	2,500 00	
Morrill Act of 1890 and 1907	40,000 00	
		74,250 00
Hatch Act of 1887—Experiment Station	$15,000 00	
Adams Act, 1906—Experiment Station	13,000 00	
		28,000 00

Income from Other Sources:		
Sales and service of departments	$12,103 26	
Experiment station receipts	1,784 94	
		$13,888 20
Total income		$139,753 38

SUMMARY OF BALANCES, JULY 1, 1909.

Balance from Morrill Fund of 1862	$672 93	
" " Morrill Fund of 1890	1,400 69	
" " State—Maintenance	7,697 35	
" " " Dormitory	32,144 64	
" " Current Fund	13,103 75	
" " Reserve Fund	2,000 00	
" " Miscellaneous—Experiment station	5,883 82	
		$62,903 18
Balance from Trust Fund, debit account		2,228 16
Net Balance		$60,675 02

RECEIPTS FROM TUITION.

Number of students registered			200	
Number of students paying tuition	a. Regular	41		
	b. Poultry	16		
				57
Receipts from tuition	a. Regular	$877 32		
	b. Poultry	122 70		
			$1,000 02	
Rate of tuition paid per non-resident student yearly			30 00	
Rate of tuition paid per non-resident student for six weeks' poultry course			5 00	

CASH ACCOUNT WITH DEPARTMENTS EXCLUSIVE OF EXPERIMENT STATION.

Department.	Salaries.				Clerks, Stenographers, Officers.	Cost of Equipment, Books, etc.	Receipts.	Net Cost of Department, Exclusive of Salaries.
	Professors.	Instructor.	Assistant.	Total Teaching.				
Agronomy	$1,800 00	$13 90		$1,813 90		$227 84		$227 84
Art		625 00		625 00		66 82	$20 31	46 51
Botany	1,250 00	144 10		1,394 10		343 57	12 75	330 82
Buildings					$750 00	12,972 63	4,182 15	8,790 48
Chemistry	1,966 40	1,000 00		2,966 40		852 33	559 99	292 34
Civil Engineering	1,700 00			1,700 00		649 99	5 53	644 46
College Maintenance					5,859 84	8,343 92	2,732 05	5,611 87
College Service						4,898 05		4,896 70
Dairy	1,250 00	906 00		2,156 00		2,123 47	1,384 51	738 96
Dairy, Peckham						354 88	28 32	326 56
Electrical Engineering	833 30	500 00		1,333 30		589 28	7 88	581 40
Extension	800 00	291 66		1,091 66	379 32	981 67	14 79	966 88
Farm						3,801 86	3,533 57	268 29
Fire						105 87		105 87
Garden						42 91	4 37	38 54
Geology	133 20			133 20				
Greenhouse						1,212 59	991 48	221 11
Home Economics	1,333 34			1,333 34		397 86	45 82	352 04
Horticulture		958 34	$500 00	1,458 34		166 08	20 25	145 83
Land Improvement						120 60		120 60
Language	2,333 34	666 68		3,000 02		3 53		3 53
Library						842 46		842 46
Mathematics	1,500 00	500 00		2,000 00		33 17		33 17
Mechanical Engineering	2,200 00	1,833 34	360 23	4,393 57		1,717 88	171 42	1,546 46
Military						113 82		113 82
Physics	1,116 70	476 66		1,593 36		169 57	10 04	159 53
Political Economy	900 00			900 00		2 20		2 20
Poultry		1,414 40		1,414 40		1,954 70	1,603 46	351 24
Power						3,004 04	436 63	2,567 41
Printing						346 27	413 31	*67 04
Roads and Lawns						691 73		691 73
Sheep and Swine						3 92	44 09	*40 17
Telephone and Telegraph						414 14	31 13	383 01
Water						1,306 19	123 25	1,182 94
Woodworking		750 00		750 00			7 80	*7 80
Zoölogy	1,500 00			1,500 00		318 87	42 33	276 54
Boarding						17,046 81	19,106 31	*2,059 50
Stone						3,228 21	3,379 88	*151 67
Total	$20,616 28	$10,080 08	$860 23	$31,556 59	$6,989 16	$69,449 73	$38,913 42	$30,534 96

* Credit.